TODAY in GEORGIA HISTORY

October 21, 1891:
Henry Grady

Introduction:

The daily activities created for each of the *Today in Georgia History* segments are designed to meet the **Georgia Standards of Excellence for Information Processing Skills (K-12), English Language Arts (ELA; 8-12), and Social Studies: Grade Eight Georgia Studies.** For each date, educators can choose from various activities differentiated for various levels of student ability. The activities focus on engaging students with context specific vocabulary, improving communication skills, and investigating primary and secondary sources related to the topic.

One suggestion is to use the *Today in Georgia History* video segments and daily activities as a "bell ringer" at the beginning of each class period. Using the same activity daily provides consistency and structure for the students and may help teachers utilize the first 15-20 minutes of class more effectively.

Vocabulary & Writing Activities:

Level 1: Provide the students with the vocabulary list and have them use their textbook, a dictionary, or other teacher-provided materials to define each term. After watching the video, have the students write a complete sentence for each of the vocabulary terms. Student created sentences should reflect the meaning of the word based on the context of the video segment. Have students share a sampling of sentences as a way to check for understanding.

Level 2: Provide the students with the vocabulary list for that day's segment before watching the video and have them guess the meaning of each word based on their previous knowledge. The teacher may choose to let the students work alone or in groups. After watching the video, have the students revise their definitions to better reflect the meaning of the words based on the context of the video. As a final step, have the students compare and contrast their definitions to their textbook, dictionary or other teacher provided materials definitions.

Level 3: Provide the students with the vocabulary list and have them use their textbook, a dictionary, or other teacher provided materials to define each term. After watching the video, have the students write a five sentence paragraph based on the provided writing prompts.

Vocabulary/Writing Prompts:

Vocabulary Terms

Crusading
Diversified
Editorial
Industrial
Investment
Reconciliation
Supremacy
Urban

Writing Prompts

1. Do you ever read the newspaper? Do you think you might read it if there were no television, internet, radio, or video games? In a five sentence paragraph explain how Henry Grady was able to promote his message of industrial growth in the "New South."
2. During the video segment on Henry Grady did anything surprise you about Grady's vision for the "New South." What about his promotion of White Supremacy. In a five sentence paragraph explain what Henry Grady wanted the place of African-Americans to be in the "New South."
3. Why do you think 25,000 people attended the unveiling of Henry Grady's funeral? Based on your knowledge of the time-period, write a five sentence paragraph that explains why Henry Grady's message was so popular.

Primary Source Investigation:

Based on this article from the *Golden Age* highlighting Henry Grady and what you have learned from the episode, answer the following prompts.

1. **Observation**: Look closely at the article. What do you notice? List at least five (5) things that stand out to you.

2. **Think/Infer**: Based on what you already know, what can you infer or assume about Henry Grady from this article? What makes you think that?

3. **Wonder**: What additional questions do you have about Henry Grady and his impact based on this article and/or the episode?

THE GOLDEN AGE

AN INSPIRATIONAL WEEKLY FOR THE HOME AND THE CITIZEN

POWER IN THE LIFE

PIETY IN THE HOME

PURITY IN THE STATE

ATLANTA, GA., APRIL 19, 1906.

Henry W. Grady--an Appreciation and an Estimate

By S. T. DALSHEIMER.

HENRY W. GRADY.

Henry W. Grady—an Appreciation and an Estimate
Courtesy of the Golden Age.

Georgia. 2025. "The Golden Age. (Atlanta, Ga.) 1906-1915, April 19, 1906, Image 1." Usg.edu, no. 1906/04/19. info:lccn/2020233208.

Related Georgia Standards of Excellence:

Georgia's K-12 English Language Arts Standards

Middle School English Language Arts 6-8: Practice

- 6-8.P.EICC – I. BIG IDEA: Engagement & Intention for Comprehension & Composition: Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

Middle School English Language Arts 6-8: Language

- 6-8.L.GC – I. BIG IDEA: Grammar Conventions: Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

- 6-8.L.V – II. BIG IDEA: Vocabulary: Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabulary, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

Social Studies – Georgia Standards of Excellence

Middle School Social Studies 6-8

- SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.
- SS8H7.a Identify the ways individuals, groups, and events attempted to shape the New South; include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists.
- SS8H7.b Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence, including the 1906 Atlanta Race Massacre.
- SS8H7.c Explain the roles of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon in advancement of the rights of African Americans or Blacks in the New South Era.
- SS8H7.d Examine antisemitism and the resistance to racial equality exemplified in the Leo Frank case.

Information Processing Skills K-12

- SSIPS6 Identify and use primary and secondary sources.
- SSIPS11 Draw conclusions and make generalizations.
- SSIPS14 Formulate appropriate research questions.
- SSIPS15 Determine adequacy and/or relevancy of information.
- SSIPS16 Check for consistency of information.

National Curriculum Standards for Social Studies

Theme 3: People, Places, and Environments

- The understanding of the relationships between people, places, and the Earth's environments.

Theme 4: Individual Development and Identity

- The understanding that individuals are shaped by their heritage, experiences, and the continuous interplay of factors of growth.

Theme 5: Individuals, Groups, and Institutions

- The interaction of individuals, groups, and institutions that shape and are shaped by societies.

Theme 6: Power, Authority, and Governance

- The study of how people acquire, exercise, and maintain authority in a society and how governments operate.

Theme 10: Civic Ideals and Practices

- The study of the ideals of democracy, justice, equality, and citizenship, and how they are applied in society.